



## HEALTH AND WELLBEING POSITIVE BEHAVIOUR POLICY

### Foreword

Sciennes Primary School is committed to working in partnership with children to ensure that they:

- are safe and happy in school
- have the best start in life and are ready to succeed
- are successful learners, confident individuals, effective contributors and responsible citizens.

Fundamental to this is the good relationships that exist within a positive ethos and a climate of mutual respect and trust based on shared values. Inclusion, engagement and involvement are the key principles underpinning our work.

Our vision, aims and values are reflected in the national guidance 'Building The Curriculum For Excellence Through Positive Relationships and Behaviour' (2010) which states:

*"Curriculum for Excellence cannot be delivered without good relationships and positive behaviour."*

### Vision Statement

We will create an educational environment of the highest quality which provides children with the necessary qualities for a happy life:

- Wisdom
- Justice
- Compassion
- Integrity
- Values and respects each individual
- Works in partnership for the good of all

The aims for the pupils are simple and clear:

- **Everyone has the right to be safe**
- **Everyone has the right to learn**

These aims are explored with the pupils on a regular basis, both in class and at school assemblies.



## **Health and Wellbeing Across Learning: Principles and Practice**

Sciennes Primary School is committed to promoting confidence, independent thinking and positive attitudes.

The children should develop the knowledge and understanding, skills, capabilities and attributes that they need for mental, emotional, social and physical wellbeing now and in the future. This should enable children to –

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of Sciennes' children.

## Restorative Approaches

At Sciennes Primary School Restorative Approaches are used to try to create a harmonious learning environment where pupils are encouraged to regulate their own behaviour and learning. Experience has shown that Restorative Approaches provide a useful and effective short to medium term way of responding to incidents in schools, and that regular use of these approaches helps to develop pupils' understanding of the consequences of problematic behaviour and to reduce its frequency and severity.

Restorative Approaches are based on four key features:

**RESPECT** - for everyone by listening to other opinions and learning to value them

**RESPONSIBILITY** - taking responsibility for your own actions

**REPAIR** - developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure that behaviours are not repeated

**RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem

By using Restorative Approaches the children will:

- Develop truth telling skills, responsibility and accountability
- Learn about the real impact of actions, consequences
- Be able to make amends, show remorse, change behaviour, agree a way forward.

Benefits of using Restorative Approaches for:

### *The victim*

- Opportunity to participate in a process that they are central to
- Have their say
- Take back some of the control of their situation by choosing to participate
- Ask any questions
- Have a say about reparation, or an apology
- Witness remorse
- Reduce anxiety

### *The offender*

- Learn about the harm they have caused
- Acknowledge the harm
- Explain what happened
- Opportunity to apologise
- Attempt to repair the harm
- Reduce re-offending



## Incentives, Rewards and Sanctions

### School Houses

Sciennes has four Houses: **Grange, Lauder, Sienna and Tantallon**. Every child and member of staff belongs to one of the four Houses.

In Primary 1 and 2 children work together in their House to earn credits. Our Primary 3 to 7 children work the same system, but have personal rather than group credit cards. Gold Credits may be awarded for many reasons including positive behaviour, effort and good manners, as well as for the work the children have done. Any member of staff may award credits.

Credit card order -

- Bronze
- Silver
- Gold
- Platinum
- Ruby
- Diamond

House Assemblies will be held throughout the year to promote and encourage group identity. House Captains are elected from P7. The children earn House points for effort, achievements and good behaviour and House point totals are announced at the weekly Assembly. There is recognition of the achievements each term, and the winning House is presented with the House cup and enjoys a special event in the Meadows in June.

### Golden Rules

At Sciennes we have Golden Rules. Children who keep the Golden Rules are rewarded with “Golden Time”. This consists of a weekly thirty minutes session where the children have the opportunity to do something of their choosing. Golden Time can be amassed then used for a special trip such as a visit to the cinema.

Primary 7 pupils earn the special privilege of early entry to their classroom from 8.40am and the opportunity to go to The Meadows at lunchtime if they have not lost Golden Time the previous week.

In addition to this, the children are made aware of the importance of ‘The Golden Rule’ which states that people should treat others the way they would like to be treated themselves.

## Developing Independence In Dealing With Problems

The pupils are taught three steps for dealing with a problem that arises in the playground or in the classroom. The steps provide the pupils with a way of managing their disagreements as well as knowing where and when they should ask for assistance.

👣 *“Please stop that, I don’t like it. don’t like it.”*



👣👣 *Give a warning / walk away.*



👣👣👣 *Tell an adult.*



## Emotion Talks

The Emotion Talk resource by Claire Murray is used at Sciennes Primary School to help children to learn and talk about their emotions. The Emotion Talk Framework identifies six areas of learning – emotion words, triggers, body, behaviour, regulation and intensity.

“By developing and extending emotional vocabulary we enable pupils to access increasingly sophisticated emotional learning experiences and enhance their emotional understanding.”

*“Emotion Talks”* Claire Murray



The children are encouraged to talk openly with staff. Bubble Time and other similar classroom systems ensure that pupils have access to private, one to one time with their teachers.



## Achievements and Responsibilities

The school motto reflects our aim that all members of the school community should have confidence in themselves and their ability, and be encouraged to maximise their potential.

## **Believe Achieve**

The pupils are encouraged to take responsibility for their learning, behaviour and achievement and to contribute effectively to the school. We maintain a positive ethos and create an environment which allows them to develop into responsible citizens.

Records of Achievement are kept in class throughout the school in different formats, from Achievement Jotters in P1 to JASS folders in P7. The pupils' Achievements are celebrated weekly in assemblies and on the school website. 'Special Day' allows each child to be highlighted for positive feedback from his/her peers.

We recognise that the pupils learn and achieve a great deal out of school. Wide Achievement is celebrated in a special focus day and in an allocated display board in a prominent part of the school.

The pupils are given responsibilities that are classroom based such as recycling monitors, class helpers and messengers, or school based such as Eco or Pupil Council representatives. Each pupil in P4 has a P1 buddy, a very popular responsibility that is taken particularly seriously and well at Sciennes. The responsibilities are designed to foster the qualities of empathy, consideration, kindness and helpfulness. P7 prefects are given additional responsibilities such as supporting the younger children, escorting visitors around the school and representing Sciennes at various events.

## Sanctions

Rewards, praise and encouragement are used frequently to encourage good behaviour, but we recognise that there is a need for sanctions to demonstrate disapproval of unacceptable behaviour. We avoid group or class punishments, and always make a clear distinction that it is the behaviour that is disliked rather than the individual. Wherever possible a Restorative Approach is used to deal with misdemeanours.

If a child breaks a Golden Rule, the following procedure is set in motion:

1. A verbal warning is given, clearly outlining the misdemeanour
2. A warning card/ second warning is given
3. Five minutes of Golden Time is docked
4. Referral to Senior Management
5. Persistent or serious misdemeanours will result in parents/carers being contacted
6. The ultimate sanction of exclusion can be implemented at the Head Teacher's discretion.

For repeated lose of Golden Time it may be appropriate to introduce an individual behaviour chart for the pupil. The child will have regular meetings with SMT to discuss progress and the chart will be shared with parents on a daily basis.

A child may be sent immediately to a member of the senior management team under the following circumstances;

- Bullying / racist incidents
- Openly challenging staff authority
- Physical assault
- Theft
- Verbal abuse
- Spitting
- Biting

When members of the senior management team deal with an issue, a pupil contact form is completed and emailed to the other members of the SMT and to the class teacher. In some instances these will be kept in the pupil's file for future reference / monitoring of behaviour. Parents / carers will be contacted so that all parties can work together to resolve the issue.

Parents and carers can help by:

- encouraging children to talk about concerns they have
- working collaboratively with the school to resolve difficulties and take forward agreed actions





## **Bullying And Racism**

[Also see Sciennes' Equality Policy]

At Sciennes Primary School we understand the term bullying to mean 'persistent, deliberate attempt to hurt or humiliate someone.' Bullying has three common characteristics:

1. it is deliberate and hurtful
2. it is repeated over time
3. there is an imbalance of power which makes it hard for those being bullied to defend themselves.

We follow the guidelines outlined in "[A National Approach to Anti-Bullying for Scotland](#)" and aim to treat any incidents immediately and effectively.

We appreciate the rich cultural diversity of our pupils and their families, and celebrate this through assemblies, circle time, and across the curriculum. We do not tolerate discrimination on grounds of race, colour or religion, nationality or ethnic origin.

Any overtly racist incidents, or incidents of bullying, are dealt with by the Headteacher, and are logged. We work with pupils and their parents where such incidents have occurred to ensure that there is a quick and effective resolution.

## **Supporting Positive Behaviour: Strategies**

There are many other sources of support and advice that are referred to and used in Sciennes Primary School. This is not an exhaustive list, but may be used for reference.

Systematic approaches include:

- Solution Oriented Interventions and Approaches
- Motivation-based Approaches
- Being Cool in School
- Creating Confident Kids
- Confident Staff, Confident Children
- Framework For Intervention
- Towards Emotional and Social Health and Well Being
- Getting It Right For Every Child

All members of the school community should feel happy, safe, respected and included in the school environment. The staff is proactive in promoting positive behaviour in the classroom, playground and the wider school community.

The implementation of this policy should ensure the safety and wellbeing of all our pupils. The policy will be monitored and reviewed regularly within the school's audit and review process.



## Where Can I Find Out More?

A National Approach to Anti Bullying for Scotland

[www.scotland.gov.uk/Publications/2010/11/12120420/0](http://www.scotland.gov.uk/Publications/2010/11/12120420/0)

Respectme: Scotland's Anti-Bullying Service

[www.respectme.org.uk](http://www.respectme.org.uk)

Building Curriculum for Excellence Through Positive Relationships and Behaviour

[www.ltscotland.org.uk/publications/b/publication](http://www.ltscotland.org.uk/publications/b/publication)

Curriculum For Excellence Health and Well Being

[www.ltscotland.org.uk/curriculumforexcellence/healthandwellbeing/index.asp](http://www.ltscotland.org.uk/curriculumforexcellence/healthandwellbeing/index.asp)

GIRFEC

[www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec](http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec)

More information about Restorative Approaches can be found on the following websites;

[www.transformingconflict.org](http://www.transformingconflict.org)

[www.restorativepractices.org](http://www.restorativepractices.org)

[www.sacro.org.uk](http://www.sacro.org.uk)

[www.scottishmediation.org.uk](http://www.scottishmediation.org.uk)

[www.iirp.org](http://www.iirp.org)

[www.teacherstv.com](http://www.teacherstv.com)

Key books include;

'The Restorative Classroom' Belinda Hopkins **in the school library**

'Just Schools: A Whole School Approach To Restorative Justice', Belinda Hopkins, Jessica Kingsley Publishers, 2004

'Restorative Practices In Schools', Margaret Thorsborne & David Vinegrad, Incentive Publishing, 2004

'Restorative Practices In Classrooms', Margaret Thorsborne & David Vinegrad, Incentive Publishing, 2004

